



SCHOOL PROSPECTUS 2026-2027



Address: Standhill Road, Carlton, Notts, NG41JL

Headteacher: Mr Tim Fennell

Chair of Governors: Mrs J.Bucknall

Welcome to Standhill Infants' School

We are delighted that you are considering Standhill Infants' School for your child. We hope this prospectus gives you a flavour of our school; our values and the experiences we want every child to enjoy.

This prospectus tries to answer as many questions as possible, but it can only provide a brief snapshot of the school. Please do not hesitate to contact the school if you have any further questions or would like to make an appointment to visit.

In the meantime, we will look forward to meeting you and welcoming you and your child to Standhill Infants' School.

Mr Tim Fennell

Headteacher

A warm welcome to Standhill

At Standhill Infants' School, we want children to feel happy, safe, valued and ready to learn. We are proud of our friendly, welcoming school and our strong family atmosphere.

The wellbeing and safety of our children are at the heart of everything we do. We want every child to know that they are special, to recognise their own strengths and to feel proud of the progress they make.

Our children, staff and governors work together to create a caring community where kindness, honesty, respect and diligence are part of everyday school life.

Our ethos

“Standhill Infants' School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do.”

Our core values

- Kindness – We are kind.
- Honesty - We are honest.
- Respect - We show respect.
- Diligence - We show diligence.



Our vision for every child

We want every child at Standhill to develop the confidence, resilience, knowledge and skills they need to enjoy learning and take their next steps with enthusiasm.

At Standhill, we are committed to providing:

- A safe and happy learning environment where children feel secure and valued.
- High expectations that help every child reach their full potential.
- Positive relationships between children, staff, families and the wider community.
- A strong foundation for the next stage of each child's education.

Helping children grow

We celebrate children's strengths and progress, give them opportunities to celebrate their own successes and those of others, and help them learn how to manage their emotions and make positive choices.

We also respect the culture and lifestyle choices of our families and aim to ensure that our school reflects and celebrates the diversity of our community.

A school where adults grow too

Our staff uphold our core values and listen and respond to the views of parents and carers. We invest in staff development and value open, honest communication across the school.



A message from our governors

The Governing Body of Standhill Infants' School is a group of people chosen to represent the pupils, parents, staff and the local community. We all work together for the benefit of the school, pupils and staff. Many hours of time are given voluntarily to meetings and separate group discussions, managing the school's finances, planning for the future and making sure that your children enjoy their first learning experience in a happy and safe environment.

To all parents we would like to say:

Strong relationships between home and school are an important part of our children's success. We want all parents and carers to feel welcomed, listened to and confident in being part of our school community.

If you have a concern about your child, their wellbeing or any aspect of school life, we encourage you to get in touch.

Our staff and governors are always available to listen and work with you to address any concerns. We value the views of our parents and carers and welcome your feedback, ideas and suggestions. By working together and sharing your experiences, we can identify ways to strengthen and improve our school.

Above all, we are committed to ensuring that every child receives an excellent education in an environment that is nurturing, inclusive and supportive. We want every child to feel safe, happy and respected, and to have the opportunity to flourish and achieve their full potential.

Admission arrangements

The County Council, as the admission authority for community and voluntary controlled schools, is responsible for setting and applying schools' admission arrangements. Any child who turns five between September 2027 and August 2028 begins school in September 2027.

Standard Reception Criteria:

Infant and Primary Schools 2026-2027

In the event of oversubscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school.

1. Children looked after by a local authority and previously looked after children
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Children who live outside the catchment area

Special Consideration

For applications for all Nottinghamshire community and voluntary controlled schools the following groups of children will be given special consideration in their application for a particular school:

Children whose particular medical needs, mobility support needs, special educational needs or other social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

The appropriate designated officers will consider each case on its merits and determine the allocation of any such place on the basis of written evidence. Admission under 'special circumstances' will take precedence over all but the first numbered criterion.

Distance Measurement and Tie-breaker

In the event of oversubscription, within all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using the local authority's computerised distance measuring system.

Admissions to year groups other than the intake year

Admissions will normally be agreed up to the published admission number which applied for the normal year of intake. If there are more applications than places available, the admission oversubscription criteria will be used to determine which places will be offered. If applications are refused at any school which is listed higher than the one offered, parents/carers are given the right to appeal.

Learning at Standhill

We want children to develop a love of learning that stays with them. Our curriculum is designed to build securely on what children already know while giving them opportunities to explore, practice, question and discover.

A rich and varied curriculum

Our curriculum meets the requirements of the National Curriculum and the Early Years Foundation Stage. Alongside essential knowledge and skills, children experience a wide range of activities and experiences designed to create happy memories and encourage curiosity.

Reception: strong foundations

Children usually join the main school in the September after their fourth birthday. Foundation Stage 2 is the year group your children first go into when they start full time education. The curriculum in this year continues to be mainly play based, building upon the communication and language, physical development and personal, social and emotional development; learning and experiences the children have had prior to them joining the school, with a specific focus on early reading, writing and maths skills.

Children in their first year at school learn through the Early Years Foundation Stage. We focus on three prime areas – personal, social and emotional development; communication and language; and physical development – alongside literacy, maths, understanding the world, and expressive arts and design.

Years 1 and 2

Children then progress into Year 1 and Year 2, where they follow a carefully planned and engaging curriculum. Learning is organised around relevant, meaningful and thematically linked topics, ensuring that all areas of the National Curriculum are covered in an enjoyable and stimulating way.

Throughout these years, we place a strong emphasis on developing essential English and mathematics skills, alongside important self-help and life skills. Children learn how to stay safe and healthy, develop their independence and use technology to enhance and support their learning. We also provide regular opportunities for children to learn beyond the classroom, helping them to broaden their experiences, discover new interests and develop aspirations for the future.

Children continue to build their knowledge and understanding across a wide range of subjects, including science, computing, religious education, PHSE, RHSE, history, geography, art, music, physical education and design and technology. Wherever possible, subjects are thoughtfully linked together through an integrated topic approach, allowing children to make meaningful connections between different areas of their learning.

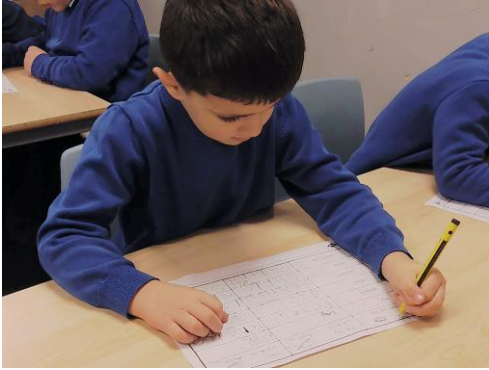
At the end of Year 2, most children transfer to Porchester Junior School. We have strong links with the school and work closely together to ensure that children experience a smooth and positive transition, with continuity in their learning and development.

Building confident readers, writers and mathematicians

English and Reading

Reading is a key priority at Standhill. Every child has a daily phonics lesson, and children also enjoy daily literacy learning that develops reading, writing, speaking and listening.

We currently use ELS to support the teaching of phonics. We encourage families to make reading part of everyday life and to listen to their child read daily.



Maths

Children take part in daily maths lessons. Alongside mental maths, they develop their understanding of shape, measures, time, money and data handling. We use the White Rose Maths scheme.

Science and Computing

Science gives children opportunities to develop their knowledge and understanding of important scientific ideas, processes and skills through experiences connected to everyday life.

In computing, children have hands-on opportunities to use computers, iPads and programmable toys. They also explore areas such as programming and debugging software.

Sport

A range of sporting opportunities are available for our children both in and out of the school day. Athletics, gymnastics, dance and games feature in our P.E. teaching programme. Social skills, necessary for team events, are promoted through all areas of our curriculum. All infant pupils are encouraged to participate in school sporting events and engage with 30 active minutes daily both in and out of school!

Relationship and Sex Education

The Staff and Governing Body have developed an RSE, (Relationship and Sex Education), Policy in consultation with parents and pupils. Currently, RSE is taught through the Science and PHSE curriculum; questions are dealt with sensitively and honestly as they arise. Any parental concerns should be expressed to the Head Teacher.

Religious Education

An assembly takes place three times a week, it is based broadly on Christian morals, British Values, our school values and Jigsaw with references to other faiths when appropriate. The school has no affiliation to any particular denomination but has links to the local churches. If you do not wish your child to participate, please see the Head Teacher and other arrangements will be made. Religious Education is taught through cross-curricular topics. Great efforts are made to encourage children to develop spiritual, moral, social and cultural awareness throughout the curriculum.

Special Education Needs

There are times when children may need extra help. This may be given within the classroom or in individual or small group situations. Staff are employed to give extra support to those children most in need. A programme of support is organised, matching the needs of the individual within the resources available. Parents play a key role in this programme, which is kept under regular review. Outside Agencies are consulted as necessary and further support is accessed.

Learning beyond the classroom

We believe children learn through experiences as well as lessons. Our curriculum gives children opportunities to explore the wider world, develop practical skills and make memories together.

History, geography, art, music, PE and design and technology are woven into an integrated approach that balances knowledge, skills and experiences across the ability range of our children.

A nurturing environment

We aim to provide a safe, calm and nurturing environment with good-quality resources that support learning. Children are encouraged to respect and care for their environment, while the wider environment is used to create real-life opportunities to practice skills.

Celebrating difference

Our school environment embraces differences and reflects the diversity of our community. We want children to grow into kind, respectful and tolerant citizens who understand that everyone is unique.

Working together with families

We know that children thrive when school and home work together. We value the views of parents and carers and want families to feel able to talk to us about their child.

Parents and carers are welcome to speak with the Headteacher or an appropriate member of staff in confidence when they need advice or support.

Looking after children

The wellbeing and safety of our pupils are central to school life. Children are supervised throughout the school day, including at lunchtime, when Midday Supervisors and teachers are on site.

Please keep the school informed of any changes to your contact details so that we can reach you quickly in an emergency or if your child becomes too unwell to remain at school.

Positive behaviour

Our core values guide the way children learn to behave and treat others. Kindness, respect, honesty and diligence are recognised and encouraged every day through stickers, rewards and other incentives. Where behaviour does not meet our expectations, appropriate sanctions are used.



Attendance

Regular, punctual attendance is essential for all children. If your child is absent please telephone school to explain why they are absent, as we have a legal obligation to account for all absences. Attendance at school is a shared responsibility of parents, schools and the Local Authority. Children need an attendance rate of 96%, if they are to make good progress.

Infant attendance is statutory for children from the beginning of the term after their fifth birthday. Parents of children with unsatisfactory attendance will be referred to Targeted Support – parents of children with poor attendance may be fined.

Holidays

Head Teachers are no longer able to authorise holidays during term time. Anytime taken off for a holiday will be unauthorised. However, if you do take your child out of school please complete a holiday form, before starting your holiday, as we feel it is best for your child if they are able to be open and honest about the reasons for their absences. If we do not receive formal notification in the form of an email or letter, but have evidence that you are on holiday then the below remains the same.

Should you still choose to take a family holiday in term time, the absence will be unauthorised. Please Note; both Nottinghamshire County Council and the Department for Education have stated that from August 2024 - Fixed Penalty Notices must be considered for all absences from school during term time for holidays, leisure or recreational purposes, when the national threshold of 5 days/10 sessions over a rolling 10-week period are reached. In some circumstances the Local Authority may decide a prosecution via Magistrates court is more suitable for instance, when there are lengthy or repeated periods of absence. This would include circumstances where a parent/carer has already had 2 fixed penalty notices for the same child over a 3-year rolling period.

Late Arrival

Parents are requested to call at the office to register a child when arriving late. It is important for your child's progress for him/her to arrive on time. Late letters will be given out to persistent late comers.

Collection of children

If you need to collect your child for an authorised appointment, (Doctors, Dentist Speech Therapist etc), during a session, please use the main entrance and call at the office in order to "sign out" your child. Please ensure we know you will be collecting your child early.

Starting school at Standhill

The school day

The school day runs from 8:40am to 3:10pm. This includes a 15-minute morning break, one hour for lunch and a 10-minute afternoon break.

Wraparound Care

We offer a convenient Breakfast and After-School Club to support families with their childcare needs.

The Breakfast Club runs from 7:30am until 8:40am, while the After-School Club is available from 3:10pm until 5:45pm. Both clubs are operated by TB Sports and provide children with a safe, welcoming and enjoyable environment before and after the school day.

For further information, including details about booking and availability, please visit our school website.

How our classes are organised

Children joining us at age 4 are admitted to Foundation Stage 2 (Reception). We currently have one Reception class, with capacity for a second class if numbers rise.

In Key Stage 1, Class 2, is Year 1 and Classes 3 and 4 are Year 2.

Practical information for families

School Meals

All children in full time education are entitled to a free school meal. All meals are nutritionally balanced and cooked at a local school and delivered before lunch to be served. Menus can be downloaded from the school website. Alternatively, your child *may* bring a packed lunch in a clearly labelled lunch box. Drinks may be included, but no fizzy drinks, cans or glass containers please. Water is supplied if required. Any uneaten food is left in the lunch box, so you know what your child has eaten. Please note that we are a nut free school so please do not bring anything in to school that contains nuts.

Allergies

The school takes allergies very seriously. All staff have received anaphylaxis training, and the school has emergency EpiPens available. Our Allergy Safety Policy and Medical Conditions Policy can be found on our school website.

If your child has an allergy, please ensure this is clearly stated on the admission form. You should also contact the Headteacher directly so that an Individual Healthcare Plan and Emergency Action Plan can be put in place to support your child's health and safety at school.

School Milk and Snacks

Currently, milk is supplied by 'Cool Milk' for a nominal charge each term, (free for children under 5 years). All children need to be registered with the company at www.coolmilk.com, money is collected by them at the end of the preceding term. All children are provided with free fruit to eat at snack time. Children have access to drinking water throughout the day.

You do not need to provide alternative snacks or drinks for your child.

Free school meals and Pupil Premium

We receive additional funding for all pupils, (in Nursery and School), whose parents are in receipt of Universal Credit. This additional funding is used to subsidise trips, keep our pupil/adult ratios low, provide free childcare before school for school aged children and free milk for those over 5 years.

To apply you need to phone 0300 500 80 80, register online at

<https://www.nottinghamshire.gov.uk/education/school-meals/free-school-meals-and-milk>

or pick up a form from the School Office. We must receive notification from the Local Authority before giving free breakfasts/milk.

School uniform

Our school uniform is:

- Royal blue jumper, cardigan or sweatshirt
- Grey trousers, shorts, skirt or pinafore
- White or pale blue polo shirt
- Blue and white check summer dress

Suitable items can be bought at very reasonable prices from local supermarkets. However, clothing with the school logo is also available from Just-Schoolwear or Schoolwear Solutions.

For PE, children need plain black plimsols, a white T-shirt and blue or black shorts. A jogging bottom and top are also needed for outdoor PE.

Please clearly label clothing and PE kit with your child's name. For safety reasons, jewellery must not be worn during PE lessons.

Learning and opportunities beyond the classroom

We work closely with local schools and community partners to provide children and families with a range of opportunities and support beyond the classroom.

Our children regularly take part in sports competitions and events with other local schools, giving them the opportunity to develop their skills, enjoy being part of a team and represent Standhill with pride.

We also work with our partners to help families access support services, family learning opportunities and information about quality childcare within the local community.

Child Protection

All schools are required to follow a set procedure to safeguard children.

Head Teachers are required to refer their concerns to Social Care for further investigation, so that children at risk can be identified quickly and kept safe.

This procedure is intended to protect children from all forms of neglect, abuse, exploitation and radicalisation. When a school refers a concern about a pupil to Social Care they are not making accusations, they are requesting an investigation.

If circumstances in your family change after admission, please inform the Head Teacher. Confidentiality is respected; even so the Head Teacher should always know the names and addresses of all persons having parental responsibility.

Health and Safety

The school has a very comprehensive Health and Safety Policy, which is regularly reviewed. The school purchases support and advice from qualified Health and Safety officers of the Local Authority.

Accidents and Illness

The well-being and care of the children is the concern of all members of staff. All accidents are recorded and reported. Current addresses, telephone numbers and two contact points are needed for all children at all times. If we cannot contact you, senior staff act as responsible parents and will seek medical attention if necessary. If your child is ill please keep him/her at home. Medicines are only given to children by staff in school after arrangement with the Head Teacher – usually only medicines prescribed by the Doctor and those to be taken at least four times per day are administered. Inhalers are kept in the classroom and can be accessed by children at any time.

Discipline

Throughout the school day all our children are carefully supervised by the staff. Good behaviour is encouraged and promoted at all times. The school has a detailed Behaviour policy. In the case of difficulties parents will be informed and encouraged to help resolve the problem.

Staff and Governors believe that children need to develop self-discipline if they are to become caring, responsible adults. We use many different strategies to promote good discipline and use of our school rules is just one of many strategies we employ.

We ask parents for their support in our efforts to ensure that our school provides a happy, orderly and caring environment for all pupils. We consider the support of all parents to be essential in achieving this kind of environment. At Standhill we employ positive behaviour strategies which are intended to minimise the likelihood of this behaviour. All incidents, which come to the attention of a member of staff, are dealt with firmly and fairly with appropriate involvement of the Head Teacher and parents/carers. A booklet explaining our policy and procedures is available for parents.

Bullying is taken very seriously at school, so please raise all concerns with staff, so they can be dealt with properly.

Parents

The home-school partnership is one of vital importance. We employ a range of strategies to communicate with parents; text messaging, emails, monthly newsletters, daily feedback from class teachers, home/school diaries plus the school website at www.standhillinfants.co.uk.

Please come to our:

- Parents Evenings
- Themed days
- Parents Workshops e.g. reading, phonics
- Concerts
- Assemblies
- Fund raising events

Photographs

Pupil's photographs are not forwarded to the media or used in school documentation or displays, unless parental permission is given.

Public Access to Documents

Teachers keep very detailed records of each child's progress and will share this information at parents' evenings and in annual reports. If you wish to discuss your child's progress at any other time, please speak to your child's class teacher.

In addition, you may request to see:

- Department for Education documents
- Local Authority Guidance documents
- School Curriculum policies
- School procedures for dealing with complaints
- The LA's procedure for dealing with complaints about the curriculum

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask the school office to let you see the scheme or provide you with a copy free of charge.

Ofsted

Standhill Infants' School was inspected in September 2023 and was judged to be a good school.

The inspection report highlighted the strength of relationships within the school and noted that learning activities are relevant and interesting to pupils. It also reported that pupils are proud of their school and make every effort to do well.

The full inspection report is available on the school website.

Assessment and achievement

Ongoing assessment of children in school is used to inform planning and teaching; pupils are also assessed formally, and some assessments are reported in line with The Education (Schools) Act. The Reception Baseline is administered within the first 6 weeks of children starting Foundation 2. Early Years Foundation Stage Profile Scores are collated and reported at the end of the Foundation Stage. At the end of the year all Year 1 pupils are screened to assess their phonics skills and all Year 2 pupils are assessed in a number of National Curriculum subjects against **age related expectations**.

Worried? Concerned?

If you are concerned about your child's learning or general welfare please contact school, we will do what we can to help. We prefer to talk about little worries before they become big ones. In the event of a problem the first point of contact is usually the child's Class Teacher, but the Head Teacher is also available. We cannot promise to keep everybody happy all the time, but by working together and helping each other we can provide the very best education for your children. If a complaint cannot be resolved with the class teacher/head teacher parents should request a complaints form – all complaints will be dealt with in accordance with the Complaints Policy – please see the school website.



We would love to meet you

Come and discover Standhill for yourself

Choosing a school is a big decision for every family. We hope this prospectus has given you a sense of the warm, caring and ambitious community we are proud to be part of.

The best way to experience Standhill is to visit us, meet our staff and see our children learning and enjoying school.

Please do not hesitate to contact the school if you have any further questions or would like to make an appointment to visit.

We look forward to welcoming you and your family to Standhill.

Mr T Fennell, Headteacher